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ABSTRACT

This curriculum guide outlines a course in discussion for college sophomores or those who have taken a communication fundamentals course. This guide emphasizes the principles of discussion and group dynamics and their applications to groups engaged in information-sharing or problem-solving tasks. The course is divided into two principal units with several behavioral objectives specified for each. Unit 1 includes the basic principles of group dynamics, small group theory, and interaction analysis. Group studies terminology, operational definitions of groups, group characteristics, and leadership characteristics are among the features of this unit. Unit 2 deals largely with preparation and presentation of discussions, including analyses of how group dynamics and interaction theories relate to the practical aspects of discussion assignments and goals. (RN)

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Partial Course Design:

DISCUSSION AND GROUP DYNAMICS

based on the

Briggs Model

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CS 500 616

Discussion and Group Dynamics

This course is designed for college sophomore oral communication majors and minors. The students enrolled in this course may be either liberal arts or teacher education students. It is their only course dealing in depth with the principles of discussion and group dynamics and their application for information-sharing and problem-solving communication purposes. This course should be taken sometime after the fundamentals of communication course and before the communication theory course, thus, helping the student put one aspect of the study of contemporary communication in perspective.

Life-Long Objective

The student will be able to identify information-sharing and problem-solving communication situations for which utilizing discussion and group dynamics techniques would be appropriate. Furthermore, the student will utilize the techniques and principles of discussion and group dynamics to share information and help to solve problems when the appropriate occasions arise.

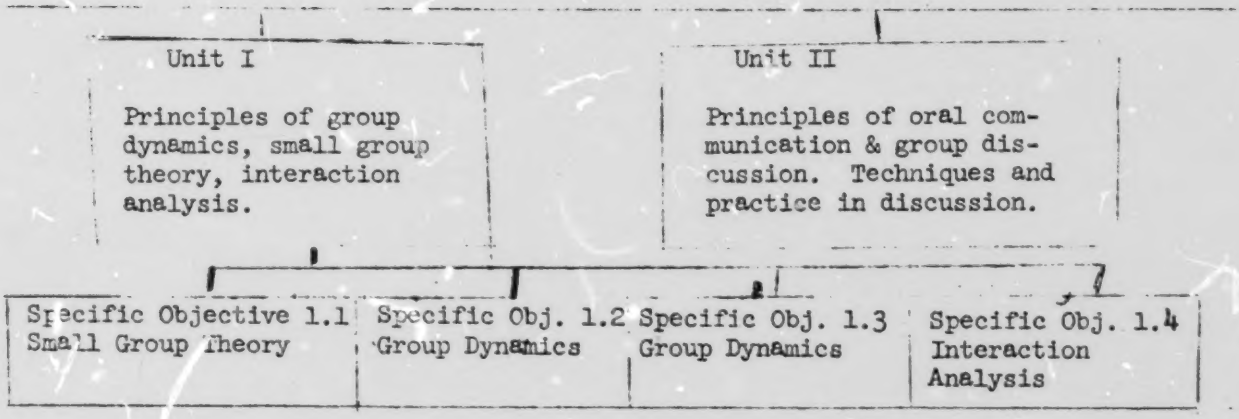
Course Objectives

By the end of the course, the student will be able to select and describe at least one oral communication situation for which he might use the principles and techniques of discussion and group dynamics for an information-sharing and for a problem-solving purpose. He will demonstrate his ability to apply the principles and techniques by taking part in an information-sharing or problem-solving discussion in which he plays several discussant roles and is successful in achieving his intended purpose. His success will be judged by: 1) testing the behavioral objective he submits for his discussion against a means of measuring how close he comes to achieving the objective, and 2) how accurately he is able to analyze the discussion, identify and make suggestions for moving the discussion closer to success.

Diagram of Sequential Relationship of Units

Life-Long Objective

Course Objective


Unit I
Principles of group dynamics, small group theory, interaction analysis.
Unit II
Principles of oral communication & group discussion. Techniques and practice in discussion.
Specific Objective 1.1 Small Group Theory
Specific Obj. 1.2 Group Dynamics
Specific Obj. 1.3 Group Dynamics
Specific Obj. 1.4 Interaction Analysis

Rationale for Sequential Relationships Between Units

Unit I

Unit I includes the basic principles of group dynamics, small group theory, interaction analysis and social action models. The termonology of group dynamics, operational definition of a group, group characteristics, how to determine the "health" of a group, how to determine the degree of group cohesion, characteristics of various types of group leadership and how groups affect individuals' behavior are key aspects of this unit.

After each principle and/or aspect of this unit is presented practice in recognizing and applying it will be given. Sometimes this practice will take the form of classroom activities, other times it will be done in the form of homework or field work practice.

Testing for each specific behavioral objective of the unit will follow the practice. This testing may be in the form of paper-pencil in-class or take home tests, written or oral projects or reports, or classroom exercises.

Each specific behavioral objective must be met at criterion level before the student may proceed to the next objective.

Unit II

Unit II begins with a review of basic principles of oral communication interaction. Termonology for group discussion, the purposes and uses of group discussion are included. Principles of group discussion, the various forms of discussion, how to select a discussion topic, word a discussion question, gather materials and prepare for a discussion are important aspects of this unit.
Finally, techniques for insuring an effective discussion and practice in information-sharing and problem-solving discussions are included.

The second unit is designed to pull together the theory of group dynamics and place it in its proper perspective with the practical aspects of group discussion.

After each principle and/or aspect of this unit is presented practice in recognizing and applying it will be given. Sometimes this practice will take the form of classroom activities, other times it will be done in the form of homework or field work practice.

Testing for each specific behavioral objective of the unit will follow the practice. This testing may be in the form of paper-pencil in-class or take home tests, written or oral projects or reports, or classroom exercises.

Each specific behavioral objective must be met at criterion level before the student may proceed to the next objective.

Finally, the course objective will be tested (as implied on p.3). Ideally the student would meet criterion and thus pass the course, or he would take

an "incomplete" and continue to work on the objective until he met criterion. However, I doubt if my college is quite ready for a mastery learning approach to courses. Therefore, a modified mastery learning approach will be used whereby those students wishing to earn a specific letter grade would contract for that grade prior to his attempt at the course objective. Criteria for the contracted grade will be carefully specified and given to each student. The student will have two options for a final grade. 1) taking an "incomplete" if he does not earn the grade he contracted for on the course objective and continue to work on the objective the following term, or 2) taking the grade he earned on the course objective as his final grade in the course even if it is lower than the grade for which he contracted.

Unit I Objectives

Since this assignment does not call for all the unit objectives for the course, but rather only three unit objectives, only one unit objective is specified for Unit I and only two unit objectives (A & B) are specified for Unit II. It should be understood that both Unit I and Unit II should have a number of additional unit objectives which are not specified although they are implied in the Rationale for Sequential Relationships Among Units. Furthermore, each of the units should have a number of additional specific behavioral objectives in addition to the four specific behavioral objectives required for this assignment.

Unit I Objective A

Given relevant information about two or more collections of persons, the student will be able to discover and identify which assemblages lack or violate characteristics needed in order to be classified as, and function as a group. The student will be able to make appropriate recommendations which, if implemented, would turn the "non-groups" into groups.

Unit I

Specific Objective 1.1

Small Groups

Given a real group of his choice to observe and study, the student will be able to describe the group by naming, identifying and giving an example for each of the following "group characteristics": common purpose, group standards, participation patterns, communications, social climate, organizational structure, procedures. (The test measure specifies the criterion for this objective.)

Unit I

Test for Specific Objectives 1.1 Small Groups

Let the student select a real-life group of which he is a member. Ask the student to describe the group by naming, identifying and giving one example for each of the seven "group characteristics" which were discussed in class.

Test

Instructions: In doing the following assignment you are to base your response on the actual group (of which you are a member) which you have previously selected as the group you wish to study for this objective. Be sure it is the same group you indicated you wished to use for this objective when you filled out the "Small Group Project Sheet." I will evaluate your answer by using the information you have previously given to me on the SGPS and the investigation I have completed on that group.

Assignment: Describe the group of which you are a member. In your description list and identify each of the seven "group characteristics" which were discussed in connection with this objective. For each "group characteristic" give a specific example from your group which will demonstrate that your group fulfills that specific "group characteristic."

Unit I

Test Measure for Specific Ojbective 1.1

Criteria Sheet

Certain items on this test are rore important and/or basic to the undeestanding and accomplishment of the present and succedding objectives in this unit. Thus, no general number of points can be stated as the minimum standard for passing the test. Therefore, each test item has its own minimum standard.

The seven group characteristics to be listed and identified by the student are:

1. common purpose
2. participation patterns
3. communications
4. social climate
5. group standards
6. organizational structure
7. procedures

A. For each of the following group characteristics which the student correctly lists he will receive one (1) point: 1,2,3,4,6,and 7. Criterion for this part of the test is a minimum of five (5) points.

B. For each of the following group characteristics which the student correctly identifies he will receive one (1) point: 1,2,3,4,6, and 7. Criterion for this part of the test is a minimum of five (5) points.

C. The student must list group standards in order to meet criterion for this part of the test.

D. For correctly identifying group standards he will receive three (3) points. Criterion for this part of the test is two (2) points.

E. For each appropriate example for group characteristics # 3 and 4 the student will receive one (1) point. Criterion for this part of the test is a minimum of one (1) point.

F. For each appropriate example for group characteristics # 1,2,6, and 7 the student will receive two (2) points. Criterion for this part of the test is a minimum of six (6) points.

G. For an appropriate example of group characteristic # 5 (group standards) the student will receive three (3) points. Criterion for this item is two (2) points.

The student will be required to retake any part of this test for which he does not meet criterion. He must meet criterion on the entire test before he may progress to the next objective.

Unit I Sample Correct Answer for Test on Objective 1.1

The group (of which I am a member) I shall describe is M.S.C.'s Readers Theatre Showcase. My group has all of the seven typical group characteristics found in small groups.

1. common purpose--reason for existing as a group

The members of RTS are dedicated to the purpose of performing in and presenting staged oral interpretations for a variety of audiences. They are also interested in becoming and learning how to become more effective in their own oral interpretative ability. Our Constitution also states that these are the purposes of our group.

2. participation patterns--how members of the group typically behave, within the group, in hopes of getting a favorable response from the membership

The members of RTS usually volunteer for the particular jobs they wish to perform in preparing for a program. New members usually hesitate to volunteer. In such cases older members often suggest that a new member accept a particular job. Members are usually on time to meetings and practices. If they are not on time they usually get no reinforcement from the other members for their behavior. Members are encouraged to participate in all the various aspects of RTS and they are rewarded for doing so thru an elaborate system of points which lead to special awards given at the end of the year.

3. communications--communication patterns and networks and modes of communication. RTS members use the bulletin board at "Off-Stage" and the RTS bulletin board outside of Mrs. Parks' office for general communications and reminders. Important and unexpected communications are distributed through the campus mail as well as being posted in the aforementioned places. Announcements are made at the bimonthly meetings. General communications at meetings are made by the president. Committee chairmen, directors, and others with leadership positions give special announcements, related to their responsibilities, to the membership at meetings.
Other members of the club may make announcements at meetings by requesting that the president place them on the agenda.

4. social climate--atmosphere of the group, amount of group cohesion

RTS has a friendly, relatively informal atmosphere. Most of the members are friends or become friends shortly after they join the group. There are no subgroups or cliques within RTS. In general we are a very cohesive group.

5. group standards -- group norms and rules

RTS has a formal set of rules which relate to the organizational structure of the group. The group norms seem to be fairly stable over four year periods. The norms include a high standard for productions. No one who is unwilling to work for the club is allowed to remain a member for long. Group pressure to conform to work norms is very much in evidence. Pep talks are given occasionly by the club officers or other members when they feel that the general work norms are being violated.

6. organizational structure -- formal structure of the group, the constitution by-laws, the division of group space

RTS has a constitution and by-laws which are reviewed yearly by the entire membership. The rules of parliamentary procedure are employed during the formal business part of the meetings. Committee meetings are informal. Work groups have little formal structure except for a leader or chairman. The organizational structure includes the following officers: _____, (etc.). The first six officers also comprise the executive board of the organization. The E.B. tries to head off major problems and originate new projects to bring before the entire membership for their approval. The advisor of the group takes a back seat to the officers and membership. She is called upon only when the club cannot handle a matter or needs to know where or how to get special help, or when questions of college policy are raised.

7. procedures -- methods used to accomplish work

RTS has a few formal procedures for accomplishing work. These include procedures for selecting the director of major productions and their

casts. Crews for major and minor productions meet in formally with their chairmen. Informal procedures are used to accomplish the work of the minor productions -- volunteers ane encouraged to sign up for these committees. If additional persons are needed the officers or directors call on individuals to help out.

Unit I Objective B

Given a description of a group, the student will be able to identify and classify those elements or activities which will contribute to the disruption or destruction of the group. The student will be able to provide a logical or empirical rationale for his choices, and he will be able to offer suggestions for improving the condition of the group.

Unit I Objective B
Specific Objective 1.2
Group Dynamics

Given a real group of which he is a member, the student will be able to analyze, classify, and describe the group's internal structure according to the criteria given in class. (The test measure specifies the criterion for this objective.)

Unit I

Test for Specific Objective 1.2 Group Dynamics

Let the student select a real-life group of which he is a member. Ask the student to classify his group (according to the criteria given in class) as simple, compound or grades, complex, or complicated internal group structure. Ask him to describe those aspects of his group which lead him to believe that his group has the internal structure he has indicated.

Test

Instructions: In doing the following assignment you are to base your response on the actual group (of which you are a member) which you have previously selected as the group you wish to study for this objective. Be sure you state the name of the group to which you refer, Be sure it is the same group you indicated you wished to use for this objective when you filled out the "Group Dynamics Project Sheet." I will evaluate your answer by using the information you have previously given to me on the GDPS and the investigation I have completed on that group.

Assignment: Classify the group of which you are a member according to one of the four classifications of groups based on their internal structure. Then support your decision by describing those aspects of your group which lead you to believe that it indeed has the characteristics of the classification which you have indicated.

Unit I

Test Measure 1.2

Criteria Sheet

	Points	
1. Correct classification of group	5	- Criterion 3
2. Appropriate aspects of his group which support his classification decision	10	- Criterion 6
Total points	15	
Minimum standard	9	

The following is a breakdown of the above criteria with the appropriate labels for # 1 and the aspects to consider for # 2:

1. Simple internal structure
   A. group has a single internal boundary
   B. group consists only of a leadership and a membership with no subdivisions

2. Compound or graded internal structure
   A. group has a simple hierarchy, each with its own domain
   B. group has a leader & subleaders, each in order of rank; has superior and inferior members

3. Cpmplex internal structure
   A. group is an assembly of subgroups
   B. each subgroup has its own internal organization

4. Complicated internal structure
   A. group's authority structure is split
   B. group's administrative, working, & financial responsibilities are divided among different subgroups that cannot intrude directly upon each other's area.

The student must obtain at least three (3) points for item number one (1) and a minimum of six (6) points for item number two (2), in order to meet criterion on this test. If he fails to meet criterion on either item of this test he must retake that part of the test and meet criterion before he may proceed to the next objective.

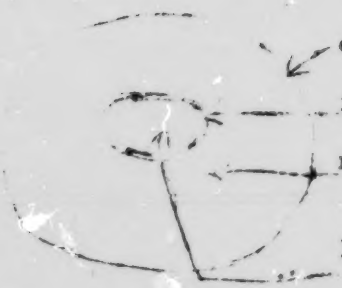
Sample Correct Answer for Test on Objective 1.2, Unit I

RTS's internal structure can be best classified as simple. An organization with a simple internal structure has a single internal boundary. RTS's single internal boundary separates the leadership region from the membership region.

Certain duties and responsibilities are assigned to the officers by the club's constitution and by-laws. These duties and responsibilities fall into the leadership region of the group space. The constitution and by-laws specify other duties and responsibilities which are delegated to the membership. Thus, the group space is divided by only one internal boundary and surrounded by the external boundary which makes it a group.

RTS does have a sub-leadership region. (Ordinarily a group with a simple internal boundary does not have sub-leaders.) The director of the major production and his cast and crews become a sub-division during part of the school year while the production is in progress. The director is under the club officers and membership and the cast and crews are under the director. Therefore, a type of hierarchy is formed during the production period.

Normally this kind of a structure would be classified as a compound or graded internal structure. However, RTS does not have superior and inferior membership categories. Neither is the director of the major production a real sub-leader because he has no power, within the club, without the approval of the membership. Therefore, since the director of major production really functions within the membership region I would tend to call RTS's internal structure a simple one.



Unit I

Specific Objective 1.3

Group Dynamics

Given a description of how a group usually arrives at its major decisions, the student will be able to classify the type of leadership the group functions under by using group leadership classifications discussed in class. The student will support his decision by giving an example, from the description, which clarifies his stated reason for his decision. (The test measure describes the criterion for this objective.)

Unit I

Test for Specific Objective 1.3 Group Dynamics

Give the student a description of how a group usually arrives at its major decisions. Ask the student to classify the type of leadership the group functions under. The student must give a reason and an example for his decision. The student must use the classifications of leadership discussed in class.

Test

Instructions: Below is a description of how a particular group usually arrives at its major decisions. After you study the description answer the following questions based on the description:

1) Classify the type of leadership this group most likely functions under. Use one of the five classifications discussed in class.
2) What reason do you have for believing that this group functions the type of leadership you have indicated?
3) Give one example, from the description, which you feel supports your classification decision and your reason for your decision.

Assignment: This organization is largely made up of members from one departme t of the college. These members of X department, have formed what might be termed a clique and they try to control all the activities of our club. Many of us who are from other departments, and some of the members from department X, are very dissatisfied with the way the organizaion is run. The club just isn't very cohesive any more. At the last meeting anyone who offered a constructive suggestion--aside from members of the "in group" --received very little encouragement, in fact the suggestions were ignored. One could almost feel an undercurrent of discontent from the "left out" members. The president rarely recognizes members of the "out group" because he is a member of department X and close friends with the "in group." He often interrupts members of the "out group" and corrects insignificant errors they make. If the membership is trying to arrive at a decision which the president is not in favor of he rarely gives the floor to anyone but members of the "in group."

He even lets the "in group" get off the subject and discuss irrelevant matters when it looks as if the "out group" might gather enough power to pass a motion he is against. When the "out group" tries to bring the group back to the matter at hand the president uses obscure rules of parliamentary procedure to cut them off. The president often "clarifies" the contributions of members by rewording their contributions so they are in line with his own thinking. When it is time to end the meeting, or when a large portion of the "out group" members leave, the important matters are very quickly put to a vote or the president appoints a committee of his friends to solve the matter.

Unit I

Test Measure 1.3
Criteria Sheet

1. Selects the correct label for the type of Leadership described	3 -	Criterion 2
2. Gives a logical reason for the decision	5 -	Criterion 3
3. Cites an appropriate example, from the description, to support # 2	5 -	Criterion 3
Total points	13	
Minimum standard	8	

The first item must be answered with one of the following labels:

1. authoritarian
2. strong supervisory
3. democratic, cooperative, or participative
4. finding-yourself, or group-centered
5. leaderless

Certain items on this test are more important and/or basic to the understanding and accomplishment of the present and succeeding objectives in this unit. Thus, no general number of points can be stated as the minimum standard for passing the test. Therefore, each test item has its own minimum standard as indicated above. The student will be required to retake any part of this test for which he does not meet criterion. He must meet criterion on the entire test before he may progress to the next objective.

Six such descriptions of leadership style would be constructed as test items. One of each of the five styles of leadership would be constructed, and the sixth would be of the leaderless style.

Sample Correct Answer for Unit I Objective 1.3

1) This group functions under the authoritatian leadership style.
2) The description of the group leader's actions contain three characteristics of authoritarian leadership: giving orders and disruptive commands, causing intra-group hostility, and giving nonconstructive criticism to group members.
3) The fact that he uses obscure rules of parliamentary procedure to prevent some members of the organization from being heard, and the practice of rewording statements to suit his own ends demonstrates the characterisvic of authoritarian leaders who do things which cause intra-group hostility.

Unit I

Specific Objective 1.4

Interaction Analysis

Given a description (verbal &/or visual) of a group in action, the student will be able to draw and label a diagram which describes the communication interaction pattern employed by the group. (The test measure describes the criterion for this objective.)

Unit I

Test for Specific Objective 1.4 Interaction Analysis

Give the student a written transcript (or a video tape) of a group engaged in communication. Ask the student to draw a communication (communication interaction) diagram which represents the flow of the communication. Ask the student to label the diagram in accord with one of the three patterns given in class.

Five test items (conversations) similar to the one given below would be constructed as test items. Two would be leader-centered, two group-centered, and one participant-dominated.

Test

Instructions: Below is a description and a transcript of a group engaged in communication. Read the transcript and draw a communication interaction diagram which represents the flow of communication. Label the diagram, using one of the three patterns studied for this objective.

Be sure to indicate the ascribed leader on your diagram.

Item: Four students were seated in the college union discussing a recent incident which happened at a near by college. John, the Student Government president called this meeting.

"John: I called you together to discuss a recent occurance which may have an effect on our college.

Mary: What happened? You sound as if it's important.

John: On Sept. 13 and 14, Marine and Navy recruiters set up posters and tables in the Fishbowl at the Univ. of X. The following day a group of students who said they were representing the Committee to Aid the Vietnamese People also put up a sign and a table in the Fishbowl. The student sign read: "In Viet Nam American Soldiers Are Committing War Crimes!" A red arrow was drawn from the poster pointing to the recruiters.

Mary: What is the Fishbowl?

John: It's a large area which serves as the major entrance and exit for two buildings on the campus.

Ted: Both the entrance-exit area and the corridor nearby which leads to another building have huge window which create a 'fishbowl' effect. The thousands of students who gather in these two areas or who walk through them are the 'fish.'

Mary: I see.

John: Well, anyway, four or five Committee members were present on Sept. 15, throughout the day, to argue and explain their

position to all comers. Now our administration has contacted me and suggested that our Student Government not let anything of this nature happen here.

Ted: Do people need permission to put up signs and tables in the Fishbowl at Y? Do we need such permission here?

John: Yes, permission is required in both colleges. Usually any recognized organization can get permission to put up announcements about meetings, pass out literature, get signatures for petitions, and even sell literature. The groups must, however, declare specifically what it is they wish to do--you know, sell, announce, distribute, etc.

Mary: Did the Committee to Aid the Vietnamese People get permission to display their sign?

John: Yes, but they really used illegal means. Another committee got permission to put up the signs to advertise an international conference on Viet Nam which was being held several blocks away.

Ted: How about the Marines and Navy--did they have permission?

John: Yes, they got it three months prior to September.

Mary: When was the student sign removed--or was it?

John: About 5:30 by the Committee.

Ted: Was it put up again on Sept. 16?

John: I don't know. I only know about what happened on September 15.

Bob: Was there anything else on the student sign besides the one statement you told us about? And of course, the arrow.

John: Yes, besides the heading and arrow, the sign had material quoted from the International Criminal Code which was adopted by

the U. N. Here is a copy of that material."

Unit I

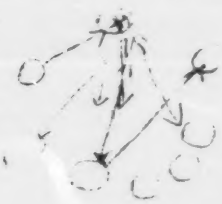
Test Measure 1.4

Criteria Sheet

	Points
1. Correct diagrams (1 point each)	5
2. Correct labels (1 point each)	5
Total points	10
Minimum standard	8

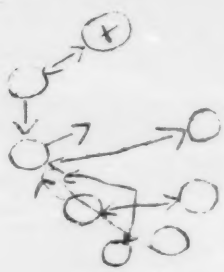
The following are examples of correct communication interaction diagrams with their appropriate labels:

Leader-centered



X-leader

Participant-dominated



Group -centered

The above examples of communication interaction diagrams should be used as a guide. The exact number of circles (individual members

in the group or discussion) and arrows will vary with the particular script of the communication event. The exact pattern for any one of the three communication patterns is, of course, impossible, we can use only a guide. The patterns diagramed above gives the user a good idea of whether most of the communication flow is between the leader and some members of the group, the leader and among all members of the group about equally, or between one participant and only some of the members. The teacher must exercise some common sense and judgment in using these keys as guides to evaluating the students' responses.

Sample Correct Response for Unit I Objective 1.4

Leader-centered

x = leader (John)

Unit II Objective A

Given a description of a communication situation for which a discussion would be an appropriate procedure, the student will be able to state the purpose of the discussion, word the discussion question, and state the appropriate form for the discussion.

Note: Only two of several unit objectives are specified for Unit II.

Unit II Objective B

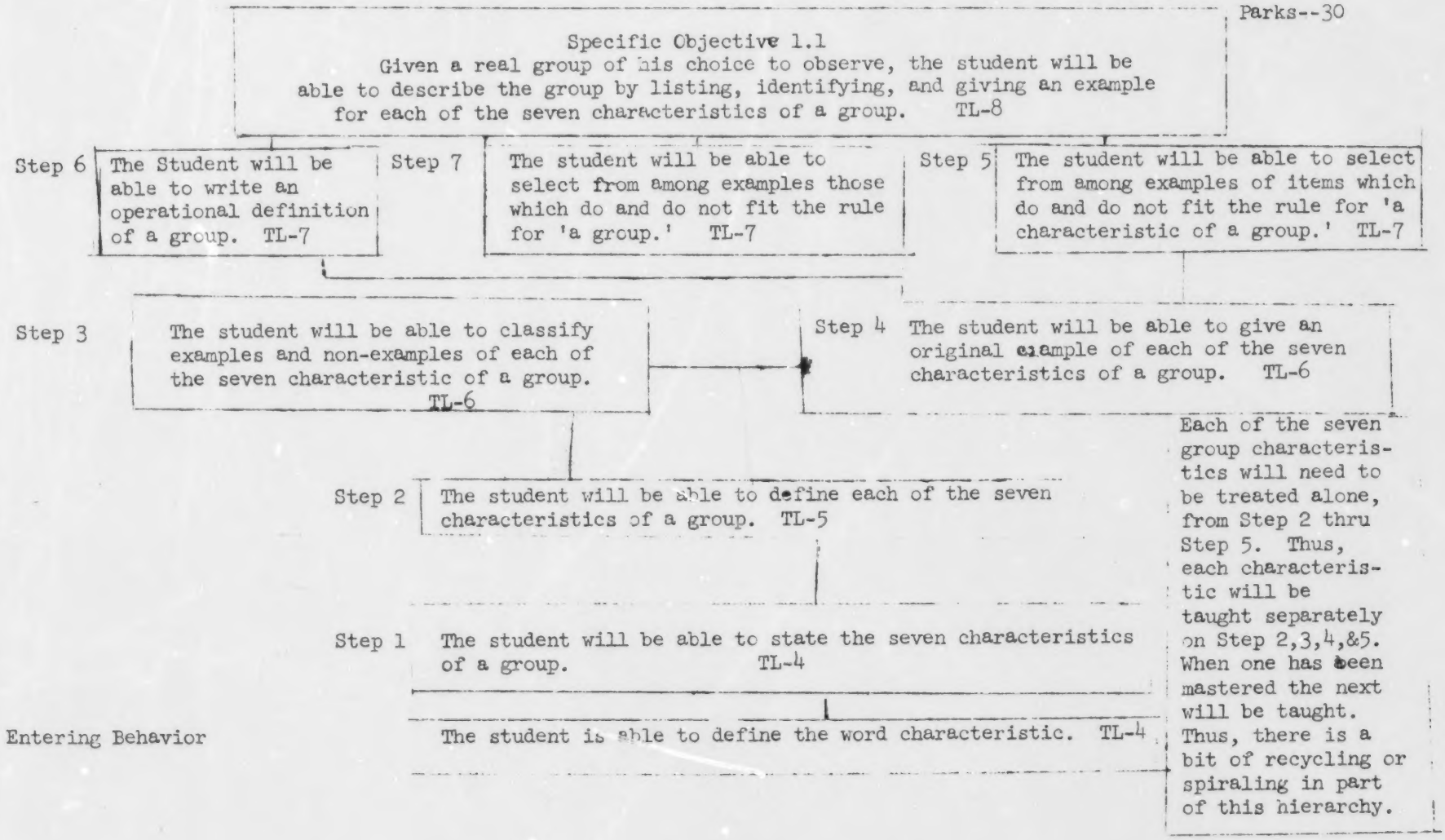
Given a description of a communication situation for which a discussion would be an appropriate procedure, the student will be able to select and prepare appropriate materials for the discussion.

System for Converting Scores to Grades

Each of the four tests shall be graded as pass/fail, using a criterion-referenced measure. Thus, any student not meeting criterion for any portion of a test has failed that part of the test. Any student not meeting criterion for an entire test has failed the entire test. Tests, or the appropriate portions of the, must be retaken until they are passed. This must be done before the student may progress to the next objective. Any student meeting criterion on a test has passed the test.

Thus, no grade, in the usual sense of the word, is given to the student. He. will, however, have the number of points he has received

for the test (or each part of the test) recorded on his paper. The major purpose of this procedure is go give students some more specific feedback than he would ordinarily receive if his test (or parts of the test) was just marked "passed" or "failed". I find that students accustomed to working on a norm-referenced system find it somewhat frustrating to only be told that he has passed the test, or that he has failed items x,y, & z, without some indication of how close he came to meeting criterion.


Specific Objective 1.1
Given a real group of his choice to observe, the student will be able to describe the group by listing, identifying, and giving an example for each of the seven characteristics of a group. TL-8
Step 6
The Student will be able to write an operational definition of a group. TL-7
Step 7
The student will be able to select from among examples those which do and do not fit the rule for 'a group.' TL-7
Step 5
The student will be able to select from among examples of items which do and do not fit the rule for 'a characteristic of a group.' TL-7
Step 3
The student will be able to classify examples and non-examples of each of the seven characteristic of a group. TL-6
Step 4
The student will be able to give an original example of each of the seven characteristics of a group. TL-6
Step 2
The student will be able to define each of the seven characteristics of a group. TL-5
Step 1
The student will be able to state the seven characteristics of a group. TL-4
Entering Behavior
The student is able to define the word characteristic. TL-4
Each of the seven group characteristics will need to be treated alone, from Step 2 thru Step 5. Thus, each characteristic will be taught separately on Step 2,3,4,&5. When one has been mastered the next will be taught. Thus, there is a bit of recycling or spiraling in part of this hierarchy.

Task Analysis of Specific Objective 1.1
of Unit I Objective A

See next page for a rational for assigning TL to certain objectives.

Rationale for Assignment of Selected TL's

The seven group characteristics are: common purpose, participation patterns, communications, social climate, group standards, organizational structure, and procedures. Each of these seven concepts need to be taught individually beginning at step 2. However, at present I see no rationale for teaching any one of them first, outside of teaching them in what appears to me to be a logical order.

Step 8 Specific Objective 1.1 is classified as TL--8 because the student must apply all seven defined concepts to solve the problem posed in the objective. In other words, for a collection of persons to function as a group they must abide by the seven principles (defined concepts or rules) of group characteristics.

Step 6 "The student will be able to write an operational definition of a group," is classified as TL-7 because this objective or competency indicates that the student understands the inter-relationship of the defined concepts which become a principle of a group.

Step 7 "The student will be able to select from among examples, those which do and do not fit the rule for 'a group'" is classified at TL-7 because it indicates that the student can apply his knowledge of the principles of a group. The student must know that there are differences between the two classifications (groups and non-groups) and he must apply his knowledge to the classification of a number of specimens into the two classes. (Gagné, Ch. 7; Newell[1], 92,79,83; Briggs, 79-84.)

[1]John M. Newell. Student's Guide to Robert M. Gagne, the Conditions of Learning, second edition, (N.Y.: Holt, Rinehart, and Winston, 1970).

Step 5 "The student will be able to select from among examples of items which do and do not fit the rule for "a characteristic of a group," is classified as TL-7 because the student is to know there are differences and what the differences between two classes of objects (events) are, and he is to be able to apply his knowledge of the rule to determine which specimens are classified as 'group characteristics' which are not classified as 'group characteristics.' (Newell, 79,83,92; Gagné, 191, ch. 7; Briggs, 79-84.)

Step 3 "The student will be able to classify examples and non-examples of each of the seven characteristics of a group," is classified as TL-6 because the student is expected to respond to common or abstract properties of a class of events. (Briggs, 84) Moreover, the student is expected to provide correct concept labels for each of the two groups. (Newell,pp.79, 83-84; Gagné, 171 ff).

Step 2 "The student will be able to define each of the seven characteristics of a group," is classified as TL-5 because the student is to memorize definations and to choose between definitions,". . . to react to each and every stimulus object and to make a response to either by placing it in one of several categories or to include it in a general class of events," (Newell, pp. 78-0) and". . . to make a differt response to different members of a set of objects of similar nature." (Briggs,p.83)(Gagné,157ff)

Step 1 "The student will be able to state the seven characteristics of a group." is classified as TL-4 because the student is to be able to memorize and recall the list of the seven characteristics of a group. This matter of verbal chaining is associated with recalling verbal information. (Gagné, ch. 3 & 5, Briggs, p. 83, Newell, p. 74.)

The Learning Environment

I have selected an actual learning environment because in September, 1972 I will be teaching this course. I will be teaching the course at the college from which I am now on sabbatical leave. I have tried, from time to time, to indicate in the rationales and under media options that I am aware of the options for an "ideal" environment. However, under tentative media choices I have tried to confine myself to the "most ideal" options under the circumstances of my learning environment.

I fully appreciate the advantange of designing this mini-unit on an ideal basis. However, I feel by doing the assignment for my real circumstances I will be doing work which I can use immediately. This also gives me the opportunity to spend some time this summer finishing the entire course. If I were to deal only with the ideal hypothetical learning environment I seriously doubt if I would have the time to re-do all this work to suit the actual learning environment. If that were the case I'm afraid I'd have to fall back on my old course of study to enable me to be ready to teach in September. I do not wish to do that as after teaching this course two years ago I found that all of what is now Unit I needed serious revisions. Previously I had had only a month (part-time while teaching) to design the course, teach myself about group dynamics, prepare materials, exams, etc. Therefore, most of the group dynamics portion of the course was lecture and lecture/discussion. Although the students were enthusiastic about group dynamics I feel they really gained little more than cognitive level understandings of the material. They were not able to <u>actually apply</u> their understandings. Furthermore, some of them found entire class periods of

lecture a bit difficult. (There were no books available which included all I wanted them to know. I would have had to require many, many texts for them to abstract the material themselves; the library did not have copies of the books I used as references and I was still referring to my books as I taught the class.) In all, I feel I will gain, and my students will gain, much more if I use my actual learning environment, at this time.

Several things should be noted before examining the Completed Media Choice. Although I have listed feedfack as I.E. # 9, feedback will occur throughout the entire lesson as described in I.E. # 9. I have not indicated that some students may need remedial work before working on this competency. This however, is implied earlier in this project as I have been designing the course on a modified mastery learning basis. The exercises, etc., to be used as remedial work for students who did not meet criterion on Steps 1 thru 6 will have to be worked out later. In all honesty they may not actually be on paper until I begin each previous competency. In other words, to be realistic I, in all probability, will be only a few steps ahead of a lesson in the preparation of <u>some</u> of the materials for this course. I feel I must concentrate my time on getting materials which will require special effects, the cooperation of others, special equipment, or extensive writing done first. Finally, since I will not have the opportunity to test my mini-unit this quarter I have selected Step 7 in my hierarchy as the competency for this assignment. I feel this competency requires more materials, writing, special equipment, special skills, and work which <u>must</u> be done <u>before</u> the first day of class than any of the other competencies. Furthermore, I feel, if it is absolutely necessary, Steps 1 thru 4 <u>could</u> be taught by lecture and practice sheets and still be reasonable effective. (This is based on the

previous time I taught the course.)

The learning environment will consist of approximately 15 teacher education and liberal arts communication majors and minors who are college sophomores. All of the students will belong to at least one departmental club or organization, most of them will belong to a variety of social, educational, and recreational groups. Some of them will also belong to religious groups and family units as well. (By the latter I mean that some of the students will be married, living with someone, have their own family, or be living at home while they are attending college.) They have all successfully completed the basic communication course. This course teaches them the fundamental principles and skills of oral communication.

The general characteristics of the learners are: generally interested in learning and reasonably self-motivated, interested in the content and/or skills to be acquired in the course (this is an elective course), somewhat heterogeneous in background knowledge of communication (not all of the students will have taken the same communication courses to this point), and homogeneous (more or less) in their entry behaviors for this competency. Students must mastered the competencies thru at least Step 4 on the hierarchy. The students are use to taking part in informal class discussions in their other communication courses. Most of the students are eager to contribute to classroom situations. Almost none of the students are hesitant to express their own opinions.

This course will be taught in a medium size average classroom. There is a movie projector, tape recorder, and slide projector readily available. The room included large blackboards and bulletin boards. The desk/chairs are individual and moveable. The classroom atmosphere tends toward the informal. Desk/chairs are usually arranged in a semi-circle or a circle.

Group instruction will be the primary mode of instruction. Informal class discussion is to be expected and encouraged, especially since this is a course in discussion and group dynamics. Individualized instruction will be utilized primarily when students do no meet criterion for a competency or when a student excells.

At my college no special funds are available for course materials, guest speakers, field trips, etc. Teachers are expected to utilize structured class periods, as assigned by the college, for learning events. This class is assigned three 50 minute periods per week for one semester. Special permission may be obtained to use the VTR material which is located in the Audio-visual Department (on the other side of campus). This equipment must not be run by unauthorized persons (thus, only the trained members of the A V Department may run the equipment.) Requests for use of the equipment (which may be used only in the TV studio) must be made at least one week in advance. Under certain conditions permission may be obtained to have an authorized person take the cameras out of the studio to record events on other parts of the campus or in the community. However, unfortunately, this kind of innovative behavior is discouraged, especially, if it is to take place during hours other than between 8:30 A.M. and 5:00 P.M.! Under no circumstances may students be allowed in the TV studio, for any reason, without an instructor!! (No, you did read correctly, I did say this was a college at which I teach, it just seems like a high school when one wished to do something other than lecture to a class!) Playbacks of VTR must be shown in the TV studio.

There are no provisions at the college to get special help from persons skilled in scripting, etc. However, there are some individuals who would be willing to help me, as a favor, with producing visual aids and selecting

appropriate camera shots for a VTR script. There is no one to help with the (nor any facilities for) making films. We do not have a CAI system, nor do we have listening rooms where tape recordings may be stored and played.

If a teacher does not make a habit of it, and if no student complains, it is possible to do some adjusting of class time so that a field trip or an observation of a special event may be substituted for a regular class period. In general, I find it more advantageous to work on the principle of "obtaining forgiveness" rather than "obtaining permission."

Completed Media Analysis

Specific Objective 1.1 Competency:

The student will be able to select from among examples, those which do and do not fit the rule for 'a group.' TL-7

Step 7

Instructional Event	Stimuli	Media Options	Tentative Media Choice	Final Media Choice
1. Introduction and transition	representation of real objects and spoken word or spoken word	real object, student, pictures, VTR, slides and tape recording, film strip & recording, 16 mm film- with or with out sound, instructor	VTR and Instructor	Dialogue between students any Instructor

Rationale: Although the introduction to the lesson and the transition from the previous lesson might be enhanced by using VTR showing groups and "non-groups" in action, it is not essential with the students described for this course. VTR will be used quite a bit later on in the lesson and overuse in the beginning of the lesson may make it less effective later on. The instructor can be effective by using Socratic dialectic techniques.

Prescription: The instructor will remind the group of the previous lesson when characteristics of a group were discussed and when the class worked on writing an operational definition of a group. She will point out that the class will learn how to use that information to determine when a collection of individuals is a "group." The instructor will pose questions related to why one would want to classify collections of persons as groups and non-groups. This will blend with the next instructional event. Time: see I.E. #2.

Instructional Event	Stimuli	Media Options	Tentative Media Choice	Final Media Choice
2. Motivation	represent-ation of real objects and spoken word	pictures, VTR, slides, film strip, 16 mm film with or without sound, instructor, students	VTR and Instructor and students	Still pictures and instructor, and students

Rationale: The decision not to use VTR for the motivation step is the same as indicated for the previous instructional event. Still pictures of various gatherings of individuals (classified as groups and non-groups) mounted on large poster board can be effective in achieving the purpose of this instructional event. The instructor can guide the class in coming up with reasons why it is important (for selecting a mode of communication and for selecting particular communication techniques) to determine whether the collection of individuals they face are a group or a non-group.

Prescription: The pictures should be at least $8\frac{1}{2}$ by 11 inches. Several pictures of gatherings of people who are arranged in various relationships to one another, in varying degrees of density, in a variety of attire, and exhibiting a variety of non-verbal cues are needed. The instructor will pose a question related to which of the pictures is of a group. The students' answers will be used to point up the fact that you can't always tell whether you have a group or not by just observing the collection of individuals. Instructor posed questions will be designed to help the student* understand or realize the importance of knowing whether, as a speaker, you will be facing a group or a non-group so that you may select the appropriate communication strategies. The pictures will also be used as a spring board to the next instructional strategy, which blends with this one.
Time: approximately 5 minutes (this included I.E. #1)

* This is a matter of helping them recall previously learned concepts (from another course) and for the purpose of reinstatement of intellectual skills-- in a new situation.

Instructional Event	Stimuli	Media Options	Tentative Media Choice	Final Media Choice
3. Recall of previously learned concepts (invoke recall of component concepts)	social	discussion--student led, discussion--instructor led	discussion--student led	discussion--student led

Rationale: Students must know the concepts which make up the rule. The concepts were previously learned, to invoke recall of these concepts a student, who did very well on the previously related lessons, will lead the discussion. The discussion will serve to remind students which concepts they are to use in connection with the next instructional event. Discussion among the students will serve to keep them involved in the lesson. Moreover, each student will be able to check himself on how well he understands the concepts. These students, being college communication majors and minors, are generally more eager to participate in informal discussions than are the average student.

Prescription: Prior to this lesson one student will be selected to act as the leader of an informal discussion on the concept of the seven characteristics of a group. He will be provided with an outline of what points are to be covered with and by the class. The outline will include the seven group concepts, a brief definition of each characteristic in the students' own words, an example of each characteristic. This instructional event will blend into the next one.

Time: approximately 7 min.

Instructional Event	Stimuli	Media Options	Tentative Media Choice	Parks 41 Final Media Choice
4. Recall of previously learned rules	social	discussion--student led, discussion--instructor led	discussion--instructor led	discussion--instructor led

Rationale: Students may need to be reminded of the rule for determining a group. Therefore, the instructor will lead the students in a brief discussion with the purpose of them recalling the operational definition of a group. Again, the students should derive more from engaging in a brief, informal discussion than from the instructor giving them the rule.

Prescription: The instructor will tie together the previous instructional event with this one by prodding the students to come up with their own operational definition of a group. The definition will not necessarily be exactly like the one individual students wrote for Step 6, rather it will be a composite drawn from the student responses. This will be accomplished by the teacher asking the students questions which include verbal cues for the previously learned rules. Time: approximately 3 min.

Instructional Event	Stimuli	Media Options	Tentative Media Choice	Final Media Choice
5. Statement of lesson objective	written word and spoken word	Handout sheet, text book, printed materials, instructor	handout sheet and instructor	Handout sheet and instructor

Rationale: It is important for students to know the objective of the lesson. To aid them in keeping the objectives of the various units of the course straight, and so they will have a permanent record of the sequential steps of the course (since they may also wish to make use of the material in their own teaching), the objectives will be given to them in writing. They will also be reminded of it verbally.

Prescription: All objectives of the course will be prepared on a handout sheet. Objectives and prerequisite tasks (competencies) will be identified with units. Homework and classwork assignments will be coordinated with the objectives and dates. The instructor will verbally indicate the objective of this lesson as an introduction to the next instructional event. Time: approximately 10 seconds.

Instructional Event	Stimuli	Media Options	Tentative Media Choice	Final Media Choice
6. Show how to apply rule (contiguity, and demonstration of a model of performance)	theoretical process described and represented, and spoken or written word, social	programmed instruction, sound film, VTR, film strip and tape recording, slides and recording, live object and instructor, dramatization and instructor, discussion	video tape recording, instructor, handout, discussion	VTR and instructor, handout, discussion

Rationale: To insure that the students know how to apply the rule properly a demonstration should be given to aid the modeling behavior of the students. Since such things as "social climate," "participation patterns," "communications,"and "group standards" can be shown more easily and in a more interesting and realistic fashion thru sound and pictures,the film or video tape recording is the most appropriate medium. Because of the cost of filming, and because clothing and hair styles tend to change rather rapidly, the VTR is more practical. Another advantage of VTR is that many groups canbe video taped and viewed rapidly, and re-taped if the results are inadequate. Furthermore, it is easier to edit a video tape, and less expensive to do so. Therefore, new groups can be video taped almost at will and inserted in the master tape while other tapings of groups can easily be deleted. In this way the master tape can be up-dated and improved even during the course of the semester. Between aspects of the group in action, and/or at the end of each segment of the group being viewed the instructor's comments, pictures, diagrams, etc., can be inserted to help demonstrate how to apply the rule in question. As the course progresses, it is possible that actual student responses to the instructor's questions and comments could be video taped and later

inserted in the demonstration tape, thus, making this presentation of an instructional event a living, growing instructional strategy. In the educational environment described using a live group would be impossible. Moreover, a live group would be unpredictable and thus impractical for this instructional event.

Prescription: A 15 minute video tape recording which includes one group in action is needed. If possible a real group should be video taped. The instructor's comments showing how to apply the rule to the example will be inserted. Also inserted will be diagrams of the participation patterns of the group, a diagram of the organizational structure, a copy of the constitution of the group, and a list of the group standards--as derived by the instructor. To aid the students viewing the demonstration a check-list handout will be given to the students so they may take any notes they wish or mark items they wish to question when the tape is over. The handout will also serve as a guide for them when they practice applying the rule. Upon completion of the presentation time will be used for the students to discuss the tape and/or question the presentation, 10 minutes will be allowed for this. This will be concluded by the teacher helping the students to formulate the rule which has been applied.

Instructional Event	Stimuli	Media Options	Tentative Media Choice	Final Media Choice
7. Practice in applying rule (demonstrate an instance of using the rule)	represent-tation of the real object and spoken or written word	programmed instruction, VTR and instructor, sound film, work sheets, real object and instructor, dramatization and instructor, slides, and recording, film strip and record-ing, students, handout sheets	VTR, students and instructor, handout sheets	VTR, instructor, handout sheets, students

Rationale: Gagné indicates the repetition is not an important condition for rule learning, but that it may help to over come the effect of interference (Gagné, 202). Since this course contains many concepts and rules which are new to the student, and since the students are taking a number of communication courses (some of which contain conflicting data), and because the course contains many problem-solving behavioral objectives I think it would be wise to offer some repetition at this point. This competency comes very early in the semester and it will be a necessary prerequisite for many of the other objectives of the course. Furthermore, to most of these students this kind of rule applying will be a totally new experience (on the college level). Unfortunately, these students are usually expected to merely memorize rules and recall or recognize them in the communication courses they take prior to this one. Thus, the student must also be taught how to apply the somewhat abstract rules encountered in communication. This entire competency (1.1 Step 7) is in preparation for enabling the student to master the objective 1.1 (TL-8) and the unit objective which is also a TL-8. Some teaching for transfer is essential in this case (Gagne, 333-39). Being able to apply the kind of rule used here is very different from the more simple application of a mathematical rule because it is more difficult to abstract, from the actual situation, the concepts involved. In many cases the student must make fine distinctions among the behavior of the individuals involved in the interaction for which he is trying to apply a rule. Thus, practice with immediate feedback should

enable the student to gain more skill in using the rule. Although the assessment of this competency will be made by using a medium other than VTR, practice in applying the rule by using the VTR and a handout approximates the real situation to which it is hoped that the students will transfer this learning. (An explanation for using a different medium for assessment is included in the next instructional event.) Ideally, the students would practice with real groups. However, because of limitations of the actual learning environment the VTR has been selected. (Refer to I.E. #6 for a rationale for this decision.) Furthermore, in real-life situations where the student would need to apply this rule he would have considerably more time to analyze the collections of individuals, the opportunity to question the individuals in question and/or other individuals who have knowledge of them, and access to the documents he needs in order to decide whether the collection of individuals is a group or a non-group. (These things will be taught when Step 8 (TL-8) of objective 1.1 is taught.)

Prescription: A five minute tape of a non-group is needed. This should be a real gathering of individuals, most likely students or adults who are together because they have just experienced something jointly. Perhaps they have come together to listen to a lecture, see a play, or have just witnessed an event such as a fire, a demonstration, an accident, or something of that nature. The characteristics of a group which should be absent are one or more of the following: procedures, group standards, and organizational structure. The individuals should be talking, seated (most of them) if at all possible, and some evidence of a common purpose for being together should be evident. Before viewing the tape the students will be provided with a handout which should act as a check list of things to look for to determine if a collection of persons is a group. This check list will be developed earlier in the unit by the students during classroom time. It will be part of an on-going project beginning with Step 1 of objective 1.1). After the viewing the teacher will lead a brief discussion to determine whether or not the students realized that the example was not a group. The instructor will ask questions regarding how and why the students reached their decision. The instructor and/or students will correct and/or clarify errors made in the applying of the rule. Different students should have the opportunity to respond during this discussion period.

It is possible that the time needed for Instructional Events 6 & 7 will have to be increased. The decision to increase the time will have to be made during the actual presentation of the two events and must be based on the ease or difficulty the students are having in learning to apply the rule. If the instructor notices, during I.E. # 6, that there is a problem or that more questions arise than anticipated I suggest completing I.E. #6 using all the time that is needed and beginning I.E. #7 the following class period, after whatever introduction is necessary.

As it stands now, the remaining Instructional Event (#8) will be done as homework. However, if by chance I.E. # 6 and 7 go more quickly and successfully than anticipated I.E. # 8 can be begun in class.

Instructional Event	Stimuli	Media Options	Tentative Media Choice	Final Media Choice
8. Assess attainment (demonstrate an instance of the rule)	written word or spoken word and visual representation of the object	CAI program, written test, oral test, work sheets, VTR and instructor, sound film, tape recording, still pictures, adjunct programmed instruction	work sheets with still pictures	work sheets with still pictures

Rationale: It is important to detect specifically and individually which students have not mastered this competency. Thus, some form of additional and individual assessment must be made as a formative evaluation. Students who cannot master this competency will need some remedial work before progressing to Step 8, learning how to problem solve when confronted with a real group. Thus, work sheets containing the necessary visual and verbal information can provide the instructor and student with the opportunity to pin point individual problems. Although further use of the VTR could accomplish the same purpose, when used in conjunction with a work sheet or answer sheet, this choice has been rejected to give the student an opportunity to transfer his skills to a new medium. Furthermore, the educational environment described would make it impossible for students to use the VTR on their own. Additional class time devoted to this competency while using the VTR probably would be impossible because of procedural problems at the college where the course will be taught. Furthermore, it is questionable whether it would be wise to continue using the one medium with the entire group since (looking ahead to other objectives and units) the VTR will be utilized again. The novelty of the medium and the student's interest in the technique may decline and thus negatively affect future lessons when the use of the VTR would be essential to provide the best learning situation. The worksheets with still pictures can be done as homework and thus, be done at the student's own rate (within reason, since they will be due two days after they are assigned). Students will be informed that the "grade" or rating they receive on this exercise is for diagnostic and feedback purposes and therefore, will not be recorded. This should encourage them to do their own work. A CAI program could combine I.E. # 8 & 9; however, CAI is not available at my college and the necessity of including adjunct programming for the visual aspects would make it impractical for such a short assignment.

Prescription: A worksheet in ditto or mimeograph form will be provided for each student. The sheet will include verbal descriptions of two groups and two non-groups. The sheets will also contain still pictures, drawings, or diagrams of those aspects of group characteristics which can best be enhanced or communicated visually. These include social climate, organizational structure, and clues to participation patterns, group standards, and procedures which can be detected, to some degree, by non-verbal cues. The worksheet will provide a place for the student to record his decision regarding whether each example is a group or a non-group. Furthermore, he will write the number of the keyed group characteristic next to those elements of the picture and/or description which are evidence of the characteristic. For any group characteristic which he feels is missing he will write a statement defending his judgment. Written instructions will be included on the worksheet.

Instructional Event	Stimuli	Media Options	Tentative Media Choice	Final Media Choice
9. Feedback	written or spoken word and social	graded papers, instructor's oral comments, class oral comments in the form of a discussion, CAI, programmed instruction	instructor's oral comments, class oral comments in the form of informal discussion, and written instructor's comments	Instructor's oral comments, peer oral comments given in class during appropriate I.E., and written evaluations by the instructor

Rationale: Gagné indicates that reinforcement is an important aspect of TL-7 (Gagné, 202). This reinforcement, feedback, should occur as immediately as possible. It, therefore, will take various forms as the lesson progresses. Since the assessment of the student's learning of the rule is done individually feedback on I.E. # 8 will be in written form on the work sheets. Other feedback will occur at appropriate times during the lesson and will be given by the instructor or by peers thru informal discussion. CAI, if used in conjunction with the assessment could provide feedback for the I.E. #8. However, the rationale for not using CAI has been given in E.I. #8.

Prescription: Oral feedback will be given tactfully by first trying to determine why the student gave the wrong answer and then helping him to see the right answer. This will be done primarily by the instructor, however during class discussion peers will provide some feedback by offering the correct answer. Feedback for correct answers will usually be given by a smile or such affirmations as, "good," "right," "fine," or by elaborating on the correct answer if student non-verbal feedback indicates confusion as to why an answer is correct. Most of this will have to be spontaneous and left to the judgement of the instructor. Written feedback on the work sheets will be in the form of the number of points the student made on the assignment, whether or not he met criterion on the assignment, and individualized comments either praising or correcting specific aspects of the assignment. In cases where the student indicates serious problems with rule applying he will be advised to see the instructor for individualized help. In cases where the student fails to meet criterion on the work sheets the student will be advised that he must re-do it before he may take the test on objective 1.1. He will be told to see the instructor for help if he is unable to determine why he did not meet criterion or if he feels he

is unable to meet criterion if he re-does the assignment without a conference and/or remedial work. (Of course, "remedial work" will not be the term given to the student.)

Several minor changes were made from Assignment # 3 perscriptions. These changes include adding the use of an opaque projector to show items previously included in the video tape recordings of the instructor's comments. I decided to make the VTR free from specific comments so that the recordings could be re-used at a future time. Thus, it was necessary to provide a means of showing the entire class such things as diagrams and copies of constitutions, which would have been shown on the VTR. Charts will be used on the bulletin board in the TV studio to show diagrams of communication patterns, etc. Most of this lesson is an example of media within media, and events within events.

Sample Script for Behavioral Objective 1.1

Competency: The student will be able to select from among examples, those which do and do not fit the rule for "a group." TL-7, Step 7

Instructional Events 1-2: Introduction and transition, motivation

Final Media Choices: Dialogue between students and teacher, still photographs and students' comments, instructor's comments.

Stimuli: spoken word, written word, representations of the real object

Instructor's Actions	Instructor's Comments and Suggestions for Student Responses
Instructor in front of the room of students seated in semi-circle	We have spent considerable time discussing the seven characteristics of a group. As a result of our time we came up with among other things, an operational definition of a group. Today we will begin to discover how we can use this information to determine when a collection of individuals is a "group", and when they are <u>not</u> a "group"- in the sociological sense of the word. Before we do that let's see if we can formulate a rationale for <u>why</u>, as communication specialists, we would be interested in making such a distinction. From what we've learned so far about group dynamics, and based on what you've learned in previous communication courses, <u>when</u> might we be interested in knowing if a collection of individuals were a group or a non-group?
Instructor writes students' comments on blackboard	(STUDENT RESPONSES SHOULD BE GUIDED TO ILLUSTRATE RESPONSES SUCH AS: 1) 'When we plan to be engaged in a one-to-many information-giving oral communication situation. 2) When we plan to be engaged in a one-to-many persuasive oral communication situation. 3) When we plan to be engaged in a "small group" information-sharing oral communication situation.

Instructor Actions	Instructor Comments and Suggestions for Student Responses
	4) When we plan to be engaged in a "small group" problem-solving or action-taking oral communication situation,'etc. IF THESE RESPONSES ARE NOT FORTHCOMING WITH MINIMUAL PROMPTING, INSTRUCTOR PROCEEDS TO THE NEXT QUESTION: WHEN IT IS ANSWERED RETURN TO THIS QUESTION. FEEDBACK VERBAL AND NONVERBAL, WILL BE GIVEN AS NEEDED FOR EACH RESPONSE.) That's fine. Now let's see if we can come up with a rationale for wanting to classify collections of individuals as groups or non-groups. Why would we want to go to all that bother to learn whether we would be facing a group or a non-group in the situations you described?
Instructor writes, on the blackboard, the student responses opposite the appropriate earlier responses	(STUDENT REPONSES WILL BE GUIDED TO INCLUDE REASONS SUCH AS: 'It will give us some data on which to base our audience analysis. 1) It will help us, if they are a group, to: a) determine the wants, needs, and desires of the audience, b) determine the attitudes, opinions, beliefs, etc., of the group, c) determine which members of the group we need to win over to our point of so that the rest of the group will follow, d) determine how to proceed to get your plan to fit their structure and norms, e) select supporting material which is relevent to them, f) select topics which are relevant to them, etc. 2) If they are not a group we can be aware that we need to adjust to a lack of general agreement among audience members and cohesion among the individuals, and we know we need to be prepared: a) with a variety of communication strategies, b) to face a number of divergent views, wants, needs and desires, c) to face a situation where each individual's reason for attending is a personal one and not bound by a "group purpose," "group need," or "group interest,"' etc. FEEDBACK WILL BE GIVEN AS NEEDED.)

Instructor Actions	Instructor Comments and Suggestions for Student Responses
Instructor points[1] to photos of collections of individuals which are on the bulletin board. (Pictures may be substituted for photos where necessary.)	Now let's assume that we are to face these collections of individuals for one or more of the communication purposes you've suggested. Which of these pictures are pictures of "groups"? (STUDENT RESPONSES WILL BE GUIDED TO INDICATE THAT YOU CAN'T ALWAYS TELL BY LOOKING, HOWEVER, WE CAN GET CERTAIN HINTS FROM LOOKING AT A COLLECTION OF INDIVIDUALS, ESPECIALLY WHEN THEY ARE IN A SETTING. FEEDBACK WILL BE GIVEN AS NEEDED)
Instructor sits in the semicircle	Good, Now is a good time to have _____take over and you can develop a strategy for determining as much as you can about the collections of individuals pictured in the photos. We will also discuss your your labeling of these pictures as groups or non-groups.

[1] I have one photo as a sample to insert. I am reasonably sure I can have these taken as soon as I return to Mansfield. At Mansfield I also have a collection of pictures which may also serve my purpose. Descriptions of the "groups" and "non-groups are described in Assignment #3 and in the following pages of this assignment.

Instructional Event: 3 recall of previously learned concepts (invoke recall of component concepts)

Final Media Choices:	Discussion--student led, photos or pictures, written and spoken word.
Stimuli:	Social, representations of the real object, written and spoken word.

Instructor Actions	St udent Leader and Instructor's Comments and Suggestions for Student Responses
Student makes use of prepared outline	(STUDENT DISCUSSION LEADER PROCEEDS WITH INFORMAL DISCUSSION OF IDEAS AND MATERIALS ON HIS OUTLINE. SEE NEXT PAGE FOR COPY OF SAME.) I will give you all a copy of my outline after we finish our discussion. This outline was prepared, with the help of Mrs. Parks, from the previous assignments we completed as a class. (INSTRUCTOR, STUDENT LEADER AND PEERS WILL GIVE FEEDBACK WHEN AND WHERE NEEDED. THE STUDENT LEADER WILL OMIT READING THE OPERATIONAL DEFINITION OF A GROUP. THIS WILL BE USED IN THE NEXT I.E. THE FOLLOWING IS MORE SAMPLE DIALOGUE THE STUDENT LEADER MIGHT USE IN LEADING THE DISCUSSION WHICH WILL COVER THE NAMING, DEFINING, AND GIVING AN EXAMPLE OF EACH OF THE SEVEN GROUP CHARACTERISTICS. EACH CHARACTERISTIC WILL BE TAKEN ONE AT A TIME, DEFINED, AND AN EXAMPLE GIVEN BY THE STUDENTS.)
Student leader makes an effort to call upon peers who indicate that they wish to answer. He may, however, use non-verbal cues to encourage peers,	What is one group characteristic we've learned? John? (JOHN RESPONDS. FEEDBACK GIVEN) How would we define this characteristic? Mary? (MARY RESPONDS. FEEDBACK GIVEN.) Who would like to give an example of the characteristic? Jane? Etc. JANE RESPONDS, FEEDBACK GIVEN. ETC.)

Instructor Actions	Student Leader and Instructor's Comments and Suggestions for Student Responses
who may seem hesitent to respond, to take part. He will be instructed in the use of such techniques by the instructor during the planning period for this exercise.	Is this a characteristic we can begin to detect from the photos? Etc. (THE FOLLOWING ARE SAMPLE RESPONSES FOR THE PICTURES." Picture 1 is a small gathering of persons. Some individuals are alone. Some are standing, some seated. They appear to be in a hallway or an entrance way to a theatre or something. It looks like a scene from the intermission of a play or lecture or social occasion. It looks very informal. (social climate)

SAMPLE

Informal Discussion Leader's Outline

(THIS OUTLINE IS ONLY A SAMPLE. THE ACTUAL ONE WILL BE MADE UP OF THE EARLIER STUDENT INPUTS FROM PREVIOUS LESSONS-- SEE ASSIGNMENT # 3, PERSCRIPTIONS FOR THIS I.E.)

Operational definition of a group as previously defined by the class: "A group is a collection of individuals banded together by a common purpose, functioning under a set of norms (group standards) and 'formal' procedures which are set within a specified organizational structure and which allow for (and sometimes shape) the participation patterns and types and channels of communication, all of which in turn affect or are effected by the group social climate."[1]

I. The characteristics we need to isolate, in order to determine if we have a group, are:

   A. Common purpose

      1. Definition: The reason the group has for being a group and working together.

      2. Example: To get Mr. X elected to the School Board.

(THIS WOULD BE DONE FOR EACH OF THE SEVEN GROUP CHARACTERISTIC. AGAIN, A DEFINITION AND EXAMPLE WOULD BE PLACED ON THE OUTLINE. THE DEFINITION AND EXAMPLE WOULD BE DRAWN FROM PREVIOUS CLASS EXERCISES AND HOMEWORK ASSIGNMENTS.)

II. Which of these characteristics can we begin to detect from the pictures on the bulletin board?

   A. Social Climate--Pic. 1,2, etc.

   B. Procedures--Pic. 2

   C. Common Purpose --Pic. 1,2

D. Participation Patterns--Pic. 1,2

E. Communications--Pic. 1,2

F. Group Standards--Pic. 2

G. Organizational Structure--Pic. 2, etc.

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[1] This is a sample of an operational definition which would be satisfactory. The actual one used here would be the one that particular class derived in an earlier lesson.

" Picture 2 is more formal, more business like. People are in suits, etc. There is a man at a lectern holding a gavel. People are seated and seem to be paying attention to the man who is standing in the audience. (Social climate)

" Picture 1 doesn't give much of an indication of the procedures used. It looks as if the gathering is so informal that there are no procedures.

" Picture 2 looks like parliamentary precedure is being used.

"Picture 1 seems to indicate that these people have no common purpose. Sub-gatherings seem to be doing different things and seem interested in different things. Some are smoking, some talking, some looking around.

"Picture 2 looks as if they are all gathered to take part in something important. Several people are looking at a paper. (common purpose.)

"Picture 1 seems to indicate a variety of participation patterns goin on at once. Some people are left out of any kind of participation pattern. Some are talking in small gatherings. No two sub-gatherings seem to be paying attention to one another.

" Picture 1 shows oral communication in small gatherings and in one-to one situations, also some small gatherings show one-to-many communication patterns.

" Picture 2 shows oral communication and written communication. Several persons can be seen holding and looking at a paper. The man standing seems to be talking to the chairman and both men are pointing to or looking at the paper in their hands.

"picture 2 suggests the norm of "dressing up" for this occasion.

"Picture 1 suggests no norm, everyone seems to be dressed in different degrees of formality or informality.

"Picture 2 shows six persons at a large table in front of the larger gathering. The table is on a platform. The chairman is standing in front of the six seated persons." (procedures)

Etc., FOR SEVERAL PICTURES.)

Instructor stands at blackboard and records the voting on the pictures

Well, on the basis of our analysis can we make a judgment about which of these pictures are pictures of groups and which pictures on non-groups? Yes, Tom? (ETC. THIS IS THE BEGINNING OF I.E. # 4--SEE ASSIGNMENT # 3 FOR I.E. # -4, A BLENDING OF I.E.'s IS SUGGESTED)
(STUDENT RESPONSE EXPECTED IS THAT SCENES LIKE PICTURE 1 ARE OF NON-GROUPS AND PICTURE 2 OF GROUPS.)

Instructional Event: 4 recall of previously learned rules (provide verbal cues for the rule), and 5 statement of lesson objective

Final Media Choices: discussion--instructor led, handout sheet, and instructor comments

Stimuli: social, written word, spoken word, photos

Instructor's Actions	Instructor's Comments and Suggestions for Student Responses
Instructor stands by the photos on the bulletin board.	Fine. _____, you did a nice job of leading the discussion. Now let's see how correct you were in using the visual cues given in the photos to determine which of these are groups and which are non-groups. Actually it is a group--the members of the Pennsylvania Speech Association.
Instructor points to appropriate photos.	At the time this was taken the membership just recessed from a formal convention meeting. The membership is taking a break before they resume to vote on an important amendment to their constitution. _____of you said picture #2 was a group. However, this is a picture of a non-group. It is a photo of a school board meeting in session. It's unusual for this school board to have such a large audience at its meetings! However, at this occasion the issue at hand is whether or not to fire a teacher. This decision is up to the school board and the school board alone. There are actually three collections of

individuals in this picture: 1) those who are in favor of firing the teacher, 2) those against firing the teacher, (and the school board members are divided for and against), and 3) the school board. This is not a picture of a group. It is a picture of a collection of individuals and of a group. So we see we can be fooled by appearances. Your thing was good, but now we see need to know more about the individuals and their relationships than the physical things one can see. What else might we need to know?

Rhetorical question

Well, an operational definition of a group would disclose some of this information for us. Let's review our operational definition of a group. _____, please pass out the copies of the outline you used earlier.[1]

Instructor refers to the discussion leader's outline.

What does the operational definition indicate that we were unable to detect from the pbotos?

(STUDENT RESPONSES WILL BE GUIDED TO INCLUDE SUCH THINGS AS:
1) "significance of the social climate, 2) the actual existence of a common purpose, 3) the significance of the participation patterns, 4) which non-verbal aspects (clothing, proximics, etc.) are really part of the group standards (norms) and which are part of the societal norms." etc.)

Very good, Now let's look at the objective for today's class.

Instructor looks at her copy of class schedule.

(PART OF THE CLASS NORMS IS TO HAVE NOTEBOOKS OPEN TO THE PAGE OF THE CLASS SCHEDULE FOR THAT DAY'S MEETING. THE SCHEDULE HAS A SEPARATE SHEET OF PAPER FOR EACH CLASS MEETING COMPLETE WITH THE BEHAVIORAL OBJECTIVE FOR THE DAY, CLASSROOM ACTIVITIES, SPACE FOR NOTES AND CHANGES IN THE SCHEDULE, SPECIAL ASSIGNMENTS, AND SPECIAL INSTRUCTIONS. BELOW IS A SAMPLE PAGE FOR THIS LESSON:

[1]This is a major change from Assignment # 3. I see no need to take time to develpp a new operational definition with the class. I think the students can achieve the objective by looking at the o.d. they developed for an earlier class. The students can use the o.d. to help them determine why they guessed wrong about the photos.

Class Schedule for Discussion and Group Dynamics

Objective: The student will be able to select from among examples, those which do and do not fit the rule for "a group." Criterion for this objective is a score of 75% on the criterion task.

Class Meeting	Date	Classroom Activities	Assignment for Next Meeting
x	x/x	Demonstration of rule, application and practice in applying the rule with the use of the VTR. Be sure to meet in the TV studio. Sorry, no food or smoking in the TV studio--building rules.	To be assigned in class. Assignment depends on how long classroom activities take)

Instructor reads the objective as the class locates page, etc.	(READ OBJECTIVE AS STATED ABOVE) We will now see a VTR of a collection of individuals. I will have the tape stopped at various intervals to show you how to apply our rule for determing a group. As you came in you picked up a handout. You may wish to use it while I apply the rule for you.
Instructor holds up a copy of the handout	

(BELOW IS A COPY OF THE HANDOUT TO BE USED BY THE STUDENTS FOR THE NEXT INSTRUCTIONAL EVENT.)

Check List for Applying the Rule for a Group to A Collection of Individuals

This is provided to help you follow the steps in applying the rule for a group. In addition to any notes you may wish to take, you are encouraged to write down questions, opposite the appropriate place on the check list, relevant to anything I say or do during this demonstration. We will go over your questions AT THE END of the tape and presentation. HOWEVER, if you really feel that you will be lost if you do not ask a question before then, you may do so at any point when I have the tape stopped.

I. Participation patterns: This is one of the first things we can usually observe about people in action.

A. Who speaks to whom? Are some persons consistently left out?
B. Does one person do most of the talking?
C. Do comments and questions go thru one individual or are they presented directly from the communicator to the communicatee? Does the leader, chairman, or president fulfill the group building and maintance roles by himself or are they distributed among the membership?

II. Social Climate: This is also rather easy to observe when you are viewing a collection of individuals in action.

A. Is the atmosphere informal, very formal (strict use of parliamentary procedure adhered to), or semi-formal?
B. Does the atmosphere vary during different times the persons are in session?
C. Do members seem to know and like one another?
D. Do several sub-gatherings seem to appear during the time the membership is dealing with their common purpose?
E. Does the membership seem to be cohesive?
F. Do members seem to get hostile to one another or to the leadership?

III. Procedures:

A. What appears to be the procedures under which the membership functions?
B. Do they have a formal business meeting?
C. Is the business meeting 1st? Last?
D. Do they use some form of parliamentary procedure to conduct business?
E. How does one know when they are ready to function as a unit to achieve a common goal?
F. Does the chairman, leader, or president bring the membership to order or is this achieved another way? How?
G. Does the chairman, leader, or president play all the group task roles or are they distributed amongst the membership?

H. Are the procedures formalized and written down in the form of a constitution or a set of operating procedures? Do they seem to be clearly understood by all?

IV. Group Standards:

A. Are there obvious group norms?
B. What are they?
C. Do all of the membership seem to abide by the norms?
D. What happens when some members break the norms?
E. Does the membership react the same way to any member who breaks the norms?
F. How can you tell the norms from the rules of the membership?

V. Common Purpose

A. Do these persons have a common purpose for being together?
B. Is the purpose an on-going one or a short-lived one?
C. Is the purpose one which most likely will outlive the current membership?
D. What is the common purpose?
E. How did you discover the common purpose?
F. Is the purpose formalized in a constitution or bylaws?
G. Do the persons involved appear to be aware of their stated or formalized common purpose during their meeting?
H. Do they act consistent with their stated common purpose?
I. Does the membership act as if they have no lasting common purpose?
J. Does the membership seem concerned with caring for business related to a group purpose or does the membership seem <u>not</u> to care if they accomplish anything more than personal objectives?

VI. Communications

A. What kinds of communication channels are used by the membership for inter- and intra-group communication?
B. Are a variety of communication networks available to the membership?
C. Are a variety of channels and forms of communication used?

VII. Organizational Structure

A. What is the formal organizational structure of the membership?
B. What is the informal structure?
C. Is the formal organization specified in a constitution or by-laws?
D. Are procedures specified for changing the organizational structure?
F. Does the membership adhere to and function within their structure?)

(VTR: AN ACTUAL GROUP IN ACTION WILL BE TAPED. APPROXIMATELY FIVE MINUTES OF THE GROUP INTERACTING WLL BE NEEDED. ACTUALLY SEVERAL GROUPS WILL NEED TO BE TAPED IN ABOUT HALF-HOUR SEGEMENTS. THE INSTRUCTOR WILL SELECT THE GROUP TO BE USED. THE INSTRUCTOR WILL VIEW THE TAPE AND SELECT THE PARTS TO BE SHOWN. THE FOLLOWING IS A SAMPLE OF THE TYPE OF DIALOGUE THE INSTRUCTOR WILL USE IN CONNECTION WITH TAPED GROUP. THE DIALOGUE WILL NOT BE ON THE TAPE, THUS, THE TAPE CAN BE RE-USED LATER IN THE COURSE FOR OTHER LEARNING OR EVALUATION TECHNIQUES. IMMEDIATELY AFTER THE APPROPRIATE ITEM IS DEMONSTRATED ON THE SCREEN THE INSTRUCTOR WILL SIGNAL TO HAVE THE TAPE STOPPED AND SHE WILL MAKE HER COMMENTS LIVE.)

Instructor Actions	Instructor's Comments
Point to chart on Bulletin board and point to diagram of part. patterns.	Participation patterns can be noted between the following members: _____, _____, and _____. This chart diagrams these participation patterns. We can see the patterns include most of the membership. Questions and comments were directed thru the chairman. The chair shared group building and maintenance roles by encouraging several persons to express their opinions. The following members also share in the group building and maintenance roles of supporting the views of other members, _____, _____, and _____.
Point to symbols on the chart for the appropriate members	

Instructor Actions	Instructor's Comments
point to chart with symbols for the members	Social Climate. In the last two segments we saw that the group climate changed from a formal business meeting to a more informal social situation, during the work session of the membership. They displayed friendly verbal and non-verbal cues. The atmosphere was relaxed during both segments. Group cohesion was demonstrated by members _____ and _____ indicating they were willing to work on the group project even though they had planned to spend that day working on another club's project. During the work part of the meeting the general atmosphere was free and friendly.
point to the chart with symbols for the appropriate members	Procedures. We can see this group has a pattern of beginning about five minutes after the stated time of the meeting. The executive committee assembles toward the front of the meeting room, but remains with the rest of the membership--except for the chairman who assumed a standing position in front of the room. The membership seems to comes to order as soon as the chairman assumes

Instructor's Actions	Instructor's Comments
	his place. Parliamentary procedure is used to conduct the business meeting.
point to the chart indicating the member who made this point	References were made to the constitution any by-law specifying that a quorum was needed, and was present. The vice-chairman was seen counting the membership just before the chairman took his position in front of the group. We can
point to copy of constitution which is projected by an opaque projector	see that the constitution does indeed call for a quorum of 1/3 of the membership. Group task roles are shared by the membership as demonstrated when the
point to chart with symbols for the members who did this	chairman called for information on X members _____ and _____ contributed and coordinated information to clarify the relationships questioned by the chairman.
	Group Standards. One group norm was already indicated, the fact that the business meeting tends to begin 5 minutes after the official starting time. This information was obtained from observation and then confirmed by talking with some members. By the conversation we just witnessed we learn that members are expected to _____, _____, and _____. These are not formal rules, they are part of the group

Instructor Actions	Instructor's Comments
point to chart with symbols for the members	norms. When members do not conform to these norms group pressure to conform is applied by doing the following _____, _____, and _____. This was suggested by the actions of _____. The chairman appears to be the only one exempt from these norms. This information was gathered by conversation with the membership after this taped meeting was held. Remember, most norms are not obvious unless you observe the group over a period of time, or have the opportunity to talk with members. One can develop the skill to recognize and uncover the norms of a group, but this takes practice. In a future lesson we will discuss the techniques one uses to uncover these norms by talking with group members and by repeated observations of their interactions.
point to chart containing a list	Communication. From this segment of the tape we can see that a variety of communication channels are utilized by this group. They have indicated that they will use the following means of inter-group communication _____ and _____ for the following purposes _____, _____, and _____.

Instructor's Actions	Instructor's Comments
	We have observed that they use the usual written and oral communication channels during their meetings.
point to C.P. on copy of the constitution projected by an opaque projector	Common Purpose. Here we see the constitution of the group. Their stated purpose is _____. Watch the next segment of the tape and you will see from the discussion that this purpose is clearly the real purpose for this group meeting and existing. It is also clearly the concern of the membership. When something else conflicts with the stated purpose members of the group (_____ and _____) remind the rest of the group of group priorities.
point to chart of members	
point to chart containing the symbols for the members and diagram of the group structure	Organizational Structure. It is difficult to detect the organizational structure by watching the interaction of individuals for only a few minutes. But at this point we have seen that the group does have a chairman, vice-chairman, secretary, treasurer, parliamentarian. We were able to determine this because these officers were called by office and each performed

Instructor's Actions	Instructor's Comments
	his duty. We also know from previous conversation and from the constitution that there is an executive board. The conversation did not tell us who the
point to opaque projection of the constitution	executive board consists of, but the constitution does. A talk with the membership could also provide us with this information. Again, talking with the membership or examining the constitution will also reveal the duties and priveleges of the executive board.
	(WHEN THE TAPE AND COMMENTARY ARE COMPLETED THE INSTRUCTOR MUST BE PREPARED FOR STUDENT QUESTIONS OVER THE DEMONSTRATION.)
	Thus, we have a group pictured in this tape. O.K., now do you have any questions about the tape or my analysis? Can we formulate a rule for determining when we have a group?
write student's comments on blackboard	(STUDENT RESPONSES WILL BE GUIDED TO COME UP WITH A RULE WHICH INCLUDED THE SEVEN CHARACTERISTICS OF A GROUP AND THE RELATIONSHIP AMONG THEM, AS WELL AS

APPROPRIATE QUALIFICATIONS. A SAMPLE RULE MIGHT BE: "In order to have a group the individuals must be bound together by a common purpose which is at least somewhat formalized so that it gives the group a reason for existing. The organizational structure and procedures of the group must be known to the membership. More lasting groups tend to have more formalized procedures and structure. Group standards are unofficial rules under which groups function. These norms are not always applied equally to all members. For a group to exist communication channels must be sufficiently varied to allow for flexibility in participation patterns among almost all of the membership. The social climate of a group is often a reflection of the other six characteristics of a group. No group will last long if the social climate is adversive to the membership.)

Instructional Event: 7 practice in applying rule (demonstrate an instance of using the rule)

Final Media Choice: VTR, instructor, handout sheets, students, charts and diagrams

Stimuli: representation of the real object, spoken and written word

Instructor's Actions	Instructor's Comments
	(A FIVE MINUTE TAPE OF A NON-GROUP IS NEEDED. THE INSTRUCTOR WILL NEED TO HAVE SEVERAL NON-GROUPS TAPED. SHE WILL THEN SELECT ONE OF THEM. PORTIONS OF THE TAPE WILL BE PUT TOGETHER FOR THE FIVE MINUTE SEGMENT TO SHOW THE STUDENTS. Assignment # 3 DESCRIBES THE GENERAL TYPE OF NON-GROUP TO BE USED.] THE STUDENTS WILL HAVE A CHECK LIST, DEVELOPED FROM PREVIOUS CLASS ASSIGNMENTS, TO HELP THEM WITH THIS ASSIGNMENT. THE CHECK LIST WILL BE SIMILAR TO THE ONE USED FOR THE DEMONSTRATION. WHEN THE TAPE IS OVER THE INSTRUCTOR WILL ANSWER QUESTIONS ABOUT THE ASSIGNMENT. SHE WILL ALSO DETERMINE THE DECISION OF THE CLASS REGARDING WHETHER WHAT THEY VIEWED WAS A GROUP OR A NON-GROUP.)
Instructor will uncover diagrams and charts, which are incomplete, of this non-group. Responding students will use felt-tip pen to insert appropriate details relevant to their response.	O.K., was this a group or a non-group? Why? What characteristics were missing? What relationships were missing or unsuitable? (STUDENT RESPONSES TO THESE QUESTIONS WILL RECEIVE THE APPROPRIATE FEEDBACK FROM PEERS AND THE INSTRUCTOR. STUDENTS WILL BE ENCOURAGED TO RESPOND IN A SIMILAR FASHION TO THE MODEL PROVIDED FOR THEM WHEN THE INSTRUCTOR GAVE HER DEMONSTRATION.)
Instructional Event:	8 Assess attainment (demonstrate an instance of the rule)
Final Media Choice:	work sheets with still pictures
Stimuli:	written word, visual representations of the object

Instructor's Actions	Instructor's Comments
Instructor distributes work sheets	(WORK SHEETS WILL BE PROVIDED WITH PICTURES AND DESCRIPTIONS AS SUGGESTED IN ASSIGNMENT # 3.[1] DESCRIPTIONS WILL BE WORKDED OUT FOR THE SPECIFIC PICTURES USED. HOWEVER, THE PICTURES AND DESCRIPTIONS WILL NOT BE UNLIKE DESCRIBED FOR I.E. # 2 AND THE DESCRIPTIONS USED IN ASSIGNMENT # 1 FOR THE TEST ON OBJECTIVE #1,1 [PAGE 10 A,] OR THE TYPE OF DESCRIPTION GIVEN BY THE INSTRUCTOR FOR THE COMENTARY FOR I.E. # 6. THE FOLLOWING INSTRUCTIONS WILL APPEAR ON THE WORK SHEET: "You are not to apply the rule for groups to these four pictures of collections of individuals and their accompanying descriptions. Consider each of the characteristics of a group and place your decision whether or not each of the four cases include each of the characteristics and whether the characteristics are combined in such a manner that the relationship among then is appropriate for a group opposite the keyed characteristic number. For any group characteristic which you feel is missing be sure to write a statement to defend your judgment.") These worksheets are due at the next class meeting. Do you have any questions? (INSTRUCTOR IS PREPARED TO ANSWER QUESTIONS ON THE ASSIGNMENT.)

[1] I do not have pictures at this time. However, as suggested for an earlier I.E., I will either take pictures of actual groups and non-groups (this is my first choice) or I will use some of the pictures I have in my file at Mansfield of groups and non-groups. These will be reproduced on the work sheets. Ideally, I will have some pictures that are the same for every student and some pictures which only one student has. A sample (but not a model) picture appears on page 75.

Instructional Event:	9 feedback
Final Media Choice:	written comments, conferences
Stimuli:	written words, spoken words

I nstructor's Actions	Instructor's Comments
	(INSTRUCTOR WILL RESPOND TO THE STUDENTS' WORKSHEETS IN WRITING BY POINTING OUT SPECIFIC ERRORS AND/OR EXAMPLES OF GOOD THINKING. CONFERENCES WILL BE PLANNED FOR STUDENTS WITH SPECIAL PROBLEMS WITH THIS ASSIGNMENT OR STUDENTS WHO DO EXCEPTIONALLY WELL IN THE ASSIGMENT.)

Endnotes

Briggs, Leslie J. Handbook of Procedures for the Design of Instruction. Pittsburgh, Pa.: American Institute for Research, 1970.

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Newell, John. Student's Guide to Robert M. Gagne The Conditions of Learning, Second Edition. N.Y.: Holt, Rinehart & Winston, 1970.

This paper, in its original form, was completed in partial fulfillment of the requirements for a course taught by Dr. Leslie J. Briggs at the Florida State University, 1972.

BEST COPY AVAILABLE

Is this a Group or a Non-Group?

This is an example of one type of non-group picture I would use. (Of course, the pictures would have to be about 8½ x 11 for use with I.E. # 2.) This size, however, would be be appropriate for I.E. # 8. I would hope to get pictures which are a little less obvious. I do believe photos I would take for the specific I.E.'s would be much more suitable because I know what I'm looking for and it is just a matter of getting a camera and taking them, or going thru the [redacted] State College student newspaper and yearbook files to select the photos.